



Hetton Lyons Primary School Curriculum Summary



<p><u>Science</u></p> <p>Animals Including Humans What happens to our food when we eat? How does the digestive system work? What job do our teeth do in digestion? How should we care for our teeth? What is a food chain? Can you describe different food chains?</p> <p>Living Things and their Habitats Can we group & identify living things in different ways? How are animals & plants grouped? What is the biodiversity in a habitat? How does biodiversity change within a habitat over a year? How can habitats change? Can we improve biodiversity in a habitat?</p>	<p><u>Year 4</u></p> <p><u>Summer Term 2024</u></p>	<p><u>Maths</u></p> <p>The Year 4 Multiplication Check will take place in June . Children need to be secure with all multiplication facts up to and including 12 x12.</p> <p>We will cover the following areas in our maths curriculum: Decimal Money Time Shape Position and Direction</p>
	<p><u>English</u></p> <p style="text-align: center;">Reading Class Text: Matilda</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. Explain how the same word can have different meanings in different contexts. Explain about how writers use different techniques to engage the reader.</p> <p style="text-align: center;">Writing</p> <p>To write in role as a character from a story. To write a recount in the form of a newspaper report. To plan and write a story with a strong central character. To write a comparative report.</p>	



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<p>Music Favourite Song (progression snapshot) Singing Listening Performing</p> <p>Global Pentatonics Singing Listening Composing Performing</p> <p>The horse in motion Listening Composing Performing</p>	<p>Geography Where does all the water go when it rains? To identify rivers from around the world and UK. To describe the role of the water cycle in shaping the environment. To describe features of a river. To use digital maps to predict the wildlife/plant life in a location (waterway). To sketch and annotate a map. Fieldwork: To investigate water pollution in a local waterway. Fieldwork (Environmental Concern): To suggest ways in which we could reduce water pollution.</p>	<p>History (Continued) Britain's settlement by Anglo-Saxons and Scots.</p> <p>What sources of evidence do we have about the how the Anglo-Saxons lived in England? What does this tells about their society/culture? What was daily life like during the Anglo-Saxon period? How did this compare to Roman Britain? <i>What impact did the Saxons have in my local area? (Local history)</i></p>
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<p><u>Fridays Are</u></p> <p>Keeping Safe Stranger Danger: Is it ever appropriate to talk to a stranger?</p> <p>Water Safety: What do I do if I am in danger in the sea?</p>	<p><u>Art/DT</u></p> <p>Art I can use digital images and combine with other media.</p> <p>DT Through a variety of creative and practical activities, children will be taught the knowledge, understanding and skills needed to design, make and evaluate as well as apply their understanding of how to use a combination of electrical systems, mechanical systems and computer programming in a product using VEXGO.</p>	<p><u>PE</u></p> <p>Gymnastics To perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. Real PE: Physical Agility: Reaction and response Static Balance Floor work.</p> <p>OAA To use maps and diagrams to orientate themselves and to travel round a simple course. Real PE: Health and Fitness Agility Ball chasing Static Balance: Stance</p>
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<p><u>RE</u> For Christians, when Jesus left, what was the impact of the Pentecost?</p> <ul style="list-style-type: none"> To make clear links between the story of the Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Give examples of what Pentecost means to some Christians now. <p>How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment and say what they mean. Make simple links between beliefs and how people in at least two traditions live. Identify some differences in how people celebrate commitment. 	<p><u>Computing</u> Computer Science: Coding and Programming</p> <p>VEXGO To use components to build a robot To begin to build a Herobot. To use VEXcodeGO to drive the robot. To improve robot design. To code the robot. To configure code using custom robot option. To configure code using custom robot option.</p> <p>Purple Mash To understand coding vocabulary. To understand if/else statements and create variables. To create a program with a character that repeats actions. To use timers and counting machines using variable.</p>	<p><u>French</u> Fruit and Vegetables - Growing Things To be able to understand when spoken/ to read and speak the name of some fruit and vegetables with good pronunciation. To be able to say a fruit and vegetable they like and dislike using 2 key phrases. To write sentences to state which fruits/vegetables they like and dislike. To be able to ask and answer the question –Tu aimes..? To use knowledge of previous units to state things they like/do not like. To recognise the nasal sound 'on' in French words through listening to a French song.</p>
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